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AUTHOR Henderson, James C.; And Others
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ABSTRACT

An overview is provided of the efforts initiated by San Juan College (SJC) to improve articulation with local high schools. Following introductory remarks describing SJC and its service area, information is presented on SJC's yearly in-service training day for 1,500 county educators, including a list of workshops presented during the 1984 program. Next, a description is presented of the Area Vocational School partnership, a program whereby high school juniors and seniors have the opportunity to enroll in vocational-technical programs at SJC. This description includes an outline of enrollment provisions, and a list of programs and equivalent courses. Next, the benefits of community college-high school articulation programs are reviewed, and SJC's development of articulation agreements with secondary and postsecondary institutions is explored. Curriculum outlines are presented for articulated high school-community college programs in office careers and drafting and design technology. Next, a section on special services for students describes the Guidance Connection, a yearly conference hosted by San Juan College to improve communication and cooperation among guidance personnel; the career testing of secondary students; SJC's early admissions program for outstanding high school students; and the summer high school program. Additional examples of community college-high school connections are presented in the next section, including efforts to coordinate the public schools' and college's calendar, meetings between the four county superintendents and SJC's president, and a textbook adoption center. Finally, a description is provided of one of SJC's two off-campus centers, the Aztec Community Education Center, along with information derived from a community survey assessing educational needs. (LAL)

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The Community College — High School Connection

San Juan College

4601 College Boulevard
Farmington, New Mexico 87401
(505) 326-3311

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The Community College — High School Connection

April 13, 1986

American Association of Community and Junior Colleges Annual Convention

Presenters

Dr. James C. Henderson, *President, San Juan College*

Mr. Robert Erwin, *Director of Secondary Education, Farmington Muncipal Schools*

Mr. Gerald Nix, *Dean of Instruction, San Juan College*

Ms. Marjorie Black, *Assistant to the President, San Juan College*

Cooperating School Districts

Aztec
Bloomfield
Central Consolidated
Farmington
San Juan College

THE COMMUNITY COLLEGE-HIGH SCHOOL CONNECTION

CONTENTS

	Page
Introduction	1
County-Wide In-Service	2
Area Vocational School	3
Community College-High School Articulated Programs	4
Special Services for Students The Guidance Connection Career Testing Early Admissions Summer School	5
Additional Community College-High School Connections County-Wide Calendar Superintendents' Meeting County Administrators' Meeting Textbook Adoption Center Graduate Courses CABZ Teleconferencing	6
Off-Campus Centers	7

SAN JUAN COLLEGE
FARMINGTON, NEW MEXICO

INTRODUCTION

Located in the Four Corners Area of Northwest New Mexico, San Juan College serves a geographical area of 5,476 square miles. Half of San Juan County's area is on the vast Navajo Indian Reservation and many of the students who attend San Juan College are Native Americans.

Farmington is the largest community and trade center within a 150 mile radius. The nearest post-secondary in-state institution is located in Albuquerque, 180 miles distant.

Formerly a branch campus of New Mexico State University, San Juan College is now an independent, comprehensive community college which is governed by a locally elected Board.

The college was designated an Area Vocational-Technical School by the State Department of Education in 1969. Building additions in 1975, 1978, and 1981 included vocational classrooms and labs, allowing the expansion of vocational programs. In 1982, the college became an independent comprehensive community college. The population of San Juan County is 100,000 with 37,000 residing in the city of Farmington.

The county has four school districts and five high schools. Only 25 percent of high school graduates go directly on to post-secondary education. The need of the community college-high school connection is quite evident.

COUNTY-WIDE IN-SERVICE

San Juan College hosts an in-service training day for 1,500 county educators each year. By combining their resources, the college and the four school districts can offer teachers a selection of over 70 workshops. Some of the participants travel more than 80 miles to attend the county-wide in-service day.

The in-service training day takes nearly a year to coordinate. The planning committee includes the Associate Dean for Occupational Programs from San Juan College and an assistant superintendent or other high-level administrator from each of the four participating school districts.

Talented presenters are identified, and in early September every teacher in the county receives a list of workshops. Each workshop is coded for grade level and interest area and teachers are asked to indicate their first, second, and third choices.

The planning committee strives to achieve a balance of topics for the workshops. Some are designed for specific areas such as music or science while others cover such general subjects as stress management or conflict resolution.

The number of participants in each workshop varies greatly so that rooms of all sizes throughout the college can be utilized. College personnel are on hand to help visitors locate their workshops. A command center is set up to handle problems and last-minute changes.

Administrators of the four school districts are hosts to guest presenters and arrange their transportation and equipment.

All of the workshops are evaluated and rated on a scale of 10. Those considered valuable may be repeated in ensuing years.

Each school district, as well as the College, contributes to the cost based on the number of personnel who plan to attend. Textbook and school supply companies are invited to rent space for displays in the gymnasium. This income helps offset a large portion of the cost of the in-service day.

The net cost to the districts and the College for the 1984 in-service training program was approximately $4 per person. The total cost of $6,000 to all four districts and the college was less than the amount the Farmington district alone had spent for one day of in-service training the year prior to the first county-wide day.

This program is not only cost effective, but also provides the opportunity to share ideas among county teachers. Having almost every teacher in the county on campus is an excellent marketing opportunity for the college.

County-Wide In-Service Workshops

Workshop	Consultant	Special Needs	Host(ess)	Location
1. First Aid				Heights
2. CPR Certification				Heights
3. CPR Re-certification				Heights
4. Team Learning	S. Montoya	1-2 tables		1307
5. Teaching NM Hist. & Cult.	F. Webb	Chalkboard		1803
6. Project Wild	D. MacCarter	Screen		1404
7. Dev. Creativity in the Classroom	J. Peacock	Overhead Projector & Screen		1116
8. Dev. A Competitive Speech Program	C. Bennett	None		1610
9. Stick Out Your Neck		Overhead Projector Microphone & Screen		1911
10. Intro. to Orff-Schulwerk Instruments	Dr. McCullough	Orff Instruments		1809
11. Emotional Stress & Educators	Dr. Wright			Heights
12. Juvenile Law & Related Topics	R. Roberts	None		1801
13. Beginning Computers				McKinley
14. Beginning Computers	R. VanSickle			Aztec
15. Computers in Math & Science			B. Henry	Bloomfield
16. Beginning Computers	J. Karlin			Kirtland
17. Computers in Math & Science	J. Day			Bloomfield
18. Word Processing	R. Cudney	None		1202
19. Voice (Vocal Music) Prod. Pronunciation, Care, Training	M. Niska	Piano, tables, chairs		1401
20. Cultural Forces in Literature	T. Hillerman	Copies of Books		1613
21. Implementing Logo in Your Classroom	C. Botger			Mesa Verde
22. Newspapers and Education	E. O'Brien	None		1805
23. Using Newspapers in The Classroom	T. Greenup	Screen/Projector/table		1218
24. Administrator/Teacher Competencies & Eval.	A. Morgan	Overhead Projector Video Equipment		1717

Workshop	Consultant	Special Needs	Host(ess)	Location
25. Teaching Problem Learners to Think	D. Peterson	Overhead projector, film strip/tape Dubane		1214
26. A New Approach to Classroom Management	J. Magee, Jr.	Overhead		1604
27. Touch Math	A. Kollasch	Overhead projector/screen		1602
28. Behavior Management: Dev. Responsible Learning Behaviors	J. Bluestein			1507
29. Oral Language	B. Torres	Record Player		1606
30. Early Prevention of School Failure	C. Liess	Overhead projector		1611
31. CANCELLED				
32. Being a Positive Thinker	E. Brodsky			1504
33. The Process Approach to the Teaching of Writing	M.R. Haufmann	None		2307
34. Methods in Teaching "Healthy" Physical Education to Elementary Students	Dr. Carleton	Misc. pieces of equip.		Heights
35. Hands on Aporach to Map & Globe Skills	S. Erbe	Tables & Chairs		2145
36. "Chemical Abuse in Today's Society"	A. Farnsworth	None		1503
37. Photo/Silkscreen Tech.	R. Blanchard	?		2225
38. CANCELLED				
39. CANCELLED				
40. CANCELLED				
41. Improved Teaching & Accountability	D. Darling	Overhead/video tape & recorder		2216
42. Microcomputer Software for Vocational Educators	R. Roybal			Farmington High
43. Navajor Words & Thought Patterns	D. Tutt			1104
44. Stress? Who Needs It?	Dr. Giersch			Heights
45. Computer Application in Liberal Arts-Social Studies	A. Degner			1414
46. Getting the Most Out of Television News	E. Martin			2215
47. Math Activities for Gifted & Talented	Dr. Gibbs	Overhead Projector		2134
48. Computer Assisted Design,	P. Berrisford			1301

Workshop	Consultant	Special Needs Host(ess)	Location
49. M.E.C.C.	D. Knox	3 or 4 apple computers with 2 disk drives & monitors	2226
50. CANCELLED			
51. Creative Process	B. Warder		2306
52. Problem Solving Tech. for the General Math Courses	B. Branson	Overhead Projector	1216
53. Student Activities Sponsorship	E. Beum	16mm projector reel to reel tape recorder screen, microphone	2230
54. Scrawlers to Scholars & (Advanced Strategies)	Nan & Jay Hamner		1303
55.			
56. Can We Learn from the & Psychological Study of	R. Ness	Carousel slide projector	1305
57. Athletic Performance?			
58. CANCELLED &			
59.			
60. Tech. of Teaching & & Evaluating	C. Parr		1807
61. Handwriting			
62. Methods & Materials & in Special Education	M. McCament	None	1103
63. Focus-Textbook Adoptions-Secondary			
64. Teaching Listening Comp.	C. Themelis	Overhead Projector	1302
65. Teaching Spelling, Vocabulary, & Mechanics through Composition	C. Themelis	Overhead Projector	1302
66. Getting to Know Yourself: "Relax-I'm Just Me"	J. Fuller	Overhead Projector	1306
67. Fears of the Future	J. Fuller	Overhead Projector	1306
68. Sports Medicine	Dr. Lehmer Dr. Romine Dr. Grossheim Dr. Stemstrud Dr. Clark	tape recorder, slide projector	1304
69. Medical Sports Therapy	Same as above	Slide Projector	1304
70. Reading Comprehension	A. Anderson	Overhead Projector	2305

Workshop	Consultant	Special Needs	Host(ess)	Location
71. Eval. of Textbooks	A. Anderson			2305
72. CANCELLED				
73. Time Management	R. Davenport	Mic/podium		1409
74. CANCELLED				
75. "Preparation & Conducting Science Fairs"	G. Ashcroft	Overhead Projector		1702
76. Food & Athletic Performance	J. Newquist, R.D.	Overhead Projector		1223
77. Food & Wellness	J. Newquist, R.D.			1223
78. Across Cultures	Frank			1609
79. CANCELLED				
80. Read It & Arts Alive	Kaplin	2 VCR's & monitors		1609

AREA VOCATIONAL HIGH SCHOOL

San Juan College, and the high schools in Farmington, Shiprock, Aztec, Bloomfield, and Kirtland participate in the Area Vocational School partnership. High school students in their junior and senior years have the opportunity to enroll in vocational-technical programs at the College which will prepare them for entry-level employment.

Students may enroll for both fall and spring semesters in a two hour block to work toward job-ready skills. Most programs are offered in the morning and afternoon. Some courses are exclusively made up of high school students, but in some programs, there is a mixture of both secondary and post-secondary students in the same class. All students are encouraged to participate in student organizations such as the Vocational Industrial Club of America (VICA).

The courses include both theory and hands-on experience. The majority of the high school programs articulate with the post-secondary programs. This articulation process allows secondary students to earn college credit toward their Certificate or Associate Degree if they return as post-secondary students and pass a verification class

Area Vocational School

High School and College Articulation

A high school student who successfully completes a vocational class at San Juan College, may receive credit for one or more courses when he/she enrolls in the College, with the following provisions:

1. He/she must enroll in San Juan College within one year of his/her high school graduation.

2. He/she must enroll in the major area of study related to the high school course within one year, and must successfully complete the next course in the sequence required in the major field.
   The student must receive a C or better in the validation course to receive credit for the AVS courses.

3. The course equivalencies must previously have been approved as listed below.

PROGRAM	TIME FRAME (AVS)	COURSE EQUIVALENCY	VALIDATION COURSE
Auto Body	1st Year	AUBO 110 - Introduction to Auto Body I	AUBO 115 Introduction to Auto Body II
	2nd Year	AUBO 115 - Introduction to Auto Body II	AUBO 125 Collision Repair
Automotive	No Articulation		
Diesel Engine & Heavy Equip. Repair	No Articulation		
Carpentry	No Articulation		
Industrial Electronics	1st Semester	ET 140 - Applied Basic Electronic Resistive Circuits	INEL 145 Applied Basic Electronics - Reactive Circuits
	2nd Semester	INEL 145 - Applied Basic Electronic Reactive Circuits	ET 278 Digital Electronics
	3rd Semester	ET 278 - Digital Electronics	ET 160 Electronic Circuits I

	4th Semester	ET 160 - Electronic Circuits I	INST 272 Electronic Circuits II
Machine Shop	1st Semester	MASH 115 & MASH 120 Machine Shop Blue Print Reading & Lathe Operation & Set-up	MASH 125 Drill Press, Bench & Layout Operation
	2nd Semester	MASH 125 - Drill Press, Band Saw, Bench & Layout Operations	MASH 130 Milling Machine Operation Set-ups
	3rd Semester	MASH 130 - Milling Machine Operations & set-up	MASH 136 Grinding Machine Operations & Set-ups
	4th Semester	MASH 136 - Grinding Machine Operations and Setups	MASH 211 Machine Shop III
Welding	1st Semester	WELD 118 - Introduction to Welding I	WELD 119 Introduction to Welding II
	2nd Semester	WELD 119 - Introduction to Welding II	WELD 121 Pipe Welding II
	3rd Semester	Welding 121 - Pipe Welding I	WELD 122 Basic Tig-mig Welding
	4th Semester	Welding 122 - Basic Tig-Mig Welding	WELD 212 Metal Fabrication I
Plumbing	1st Year	PLUM 110 - Beginning Plumbing I	PLUM 115 Beginning Plumbing II
	2nd Year	PLUM 115 - Beginning Plumbing II	PLUM 140 Intermediate Plumbing I
Secretarial Accounting Data Processing	Articulated course by course	SEAD 111 - AVT Typing I	SEAD 112 - AVT Typing II
		SEAD 112 - AVT Typing II	SEAD 113 - AVT

			Typing III
		SEAD 114 - Machine Transcription I	SEAD 118 Office Equipment & Procedures I
		ACCT 124 - Basic Accounting I	ACCT 125 - Basic Accounting II
		ACCT 125 - Basic Accounting II	ACCT 202 - Fundamentals of Accounting II
		SEAD 116 - Business English I	SEAD 117 - Business Communication
		SEAD 118 - Office Equipment & Procedures I	SEAD 119 Office Equpment & Procedures II
		SEAD 119 - Office Equipment & Procedures II	SEAD 118 - Office Equipment & Procedures
		SEAD 138 - Introduction to Word Processing	SEAD 151 Intermediate Word Processing
Drafting	1st Semester	DRFT 110 DRFT 112	
	2nd Semester	DRFT 115 DRFT 117	
	3rd Semester	DRFT 210 DRFT 212	
	4th Semester	DRFT 243 DRFT 245	

COMMUNITY COLLEGE-HIGH SCHOOL
ARTICULATED PROGRAMS

Articulation between the educational levels has many benefits. Students are the most important beneficiaries. Through articulation agreements, students who have taken high school programs are not penalized by having to retake courses and are encouraged to prepare themselves for higher order jobs.

The institutions can also benefit from articulation. They can minimize the use of personnel, facilities, and equipment. Resources can be directed to other pressing needs. The society itself benefits too because the graduates are more productive and less dependent on the society.

Concern for the necessity of articulating the programs of secondary schools with those of higher education is not a new phenomenon in education. The Morrill Act of 1862 gave impetus to the development of landgrant colleges which emphasized vocational skills. The National Education Association's Committee on College Entrance Requirements in 1899 concerned themselves with admission requirements which were to insure some standard for incoming students.

In 1929 the Seventh Yearbook of the National Education Association's committee on Superintendence was devoted to a discussion of articulation on all levels.

Articulation conferences were held in California in 1932. The Six-Four-Four Plan of the 1930's involved a formalized rearrangement of the last two years of high school and the junior college in vocational technical areas. The President's Commission on Higher Education in 1947 stressed the need for easier transition between high school and college.

Currently, there are a number of community and junior colleges who have established or are considering articulated programs. The need for such efforts is emphasized by the large number of high school students who drop out and do not achieve the skills they need to survive in today's job market.

A broader sense of cooperation and coordination among secondary and post-secondary institutions can provide one answer to the problem. Articulation provides an effective continuum on the educational ladder that may lead students toward advanced placement upon entrance to higher education. Curriculum development through articulation may eliminate unnecessary duplication of curriculum, materials, and facilities. Through articulation agreements, the student is given credit toward a certificate or Associate Degree for course work completed in high school.

San Juan College in Farmington, New Mexico has developed articulated programs with the four school districts of San Juan County. Designated an Area Vocational School in 1969, the College has successfully operated ten programs for secondary students in the Area Vocational School. The students enrolled in these programs learn in the same facilities and share equipment with their post-secondary counterparts. The secondary Area Vocational

School enrolls approximately 200 high school Juniors and Seniors each semester. The students attend half day classes at the college and spend the other half day at their respective high schools. Articulation agreements for the Area Vocatinal School insure that the student who successfully completes classes in the AVS may receive college credit for those classes upon completion of the next post-secondary course in the sequence required in the major field.

Because the Area Vocational School has been successful in serving secondary students, the high school administrators have been receptive to the formulation of articulated agreements in other areas. The process of formulating these agreements has been time-consuming but has proven beneficial in developing the agreements.

The Administrators of San Juan College were convinced that a need for articulated programs existed. Therefore, needs assessment was not developed. However, if there is little communication between secondary and post-secondary institutions, it would be important to survey those to be involved with the program. The objectives of such a survey would be to determine if the participants in the schools involved felt that a need for articulation existed. Another purpose of the survey would be to determine what forms of articulative activity already existed in the area. The surveys would be sent to administrators, counselors, and instructors at all levels. Attitude toward articulation would be determined from the results of the survey.

San Juan College has developed articulation agreements through a series of meetings of secondary and post-secondary counterparts. The Superintendents meet with the President, the Principals meet with the Dean of Instruction, the Counselors and Instructors of both levels also meet to develop and revise these agreements.

Key to success with articulation lies in the commitment of the instructors. It is at this level that curricula are determined and measures of successful completion are agreed upon. The high school teachers have viewed the articulated programs as a means of augmenting the high school curricula and perhaps increasing the enrollment in those programs.

In working out the agreements, instructors went through the curricula of each program course by course. Course content determined which secondary class would be accepted at the college for advanced placement of the student.

Rather than question the competency of the student by testing measures, the completion of a verification class indicates that the student has mastered the content of the previous class.

At present, San Juan College offers two programs for articulation at the high school. Office Careers and Drafting offer the student the opportunity to receive college credit for classes taught at the high school. Programs soon to be added on are: Accounting, Auto Body, Data Processing, Electronics, Machine Shop and Welding. All of these programs are currently articulated through the Area Vocational School programs.
As previously mentioned, these agreements have been developed as a result of

a coordinated effort right from the beginning. If counterpart status individuals are involved and are knowledgeable about articulation and the objectives they wish to achieve, the possibilities of success are greater. It is important to initially gain the sanction of top leaders. Once this commitment has been made, the remaining steps can be taken.

The cooperation and coordination among the community colleges and the high schools is the key to providing the safety net for potential drop-outs. The articulated programs can do a great deal to assist the student as he or she makes the transition to higher education.

2 + 2 (1)
ARTICULATION AGREEMENT

OFFICE CAREERS
San Juan College & Kirtland High School

1. The articulation agreement applies to students who attended or who are attending Kirtland High School. To receive college credit, these students must enroll in the appropriate San Juan College Office Careers Program within one year after graduation from Kirtland High School. The student must successfully complete a validation course after enrolling in the College. Once the student completes the validation course with a C or better, he or she will receive credit for the high school courses. There is no guarantee that these credits will transfer to any other community college, technical college or four year college or university.

2. Tne following courses taken at Kirtland High School will count in lieu of the Office Careers courses at San Juan College:

Kirtland High School	Verification Class at San Juan College	Receive Automatic Credit for:
Typing I	SEAD 112 College Typewriting II	SEAD 111 College Typewriting I
Typing II	SEAD 113 College Typewriting III	SEAD 112 College Typewriting II
Office Procedures I&II	SEAD 119 Office Equipment & Procedures II	SEAD 118 Office Equipment & Procedures I
Business Math & Calculators	MATH 110 Introduction to Math or higher	SEAD 115 Business Math/ Calculators
Shorthand I	SEAD 122 Intermediate Shorthand	SEAD 121 Elementary Shorthand
Accounting I	ACCT 125 Basic Accounting II	ACCT 124 Basic Accounting I
Accounting I and II	ACCT 202 Fundamentals of ACCT II	ACCT 201 Fundamentals of ACCT I

3. The student will have the responsibility of sending an official copy of his/her high school transcript to the Director of Admission and Records of San Juan College. The student must have earned a grade of C or better to receive college credit.

4. No grade will be issued for college credits earned at Kirtland High School. Only credits will appear on the student's college transcript.

5. Under this agreement, no tuition and/or fees are charged to studnts receiving college credit for the approved courses taken at the high school.

6. Students have the option of rejecting this plan and therefore enrolling for any courses involved.

7. The 1986-87 academic year will be the initial year for this articulation agreement.

8. This articulation will continue on an annual basis until one of the parties petitions the other party to end the agreement.

President, San Juan College	Business Division Head San Juan College
Superintendent of Kirtland Schools	Office Careers Instructor Kirtland High School

2 + 2 (1)
ARTICULATION AGREEMENT

DRAFTING AND DESIGN TECHNOLOGY
San Juan College/Farmington High School

1. The articulation agreement applies to students who attended or who are attending Farmington High School. To receive college credit, these students must enroll in the San Juan College Drafting and Design Technology Program within three years after graduation from Farmington High School.

   This articulation agreement is only applicable for students who are actively pursing an Associate of Applied Science Degree in Drafting and Design Technology at San Juan College. There is no guaranteee that these credits will transfer to any other community college, technical college or four year college or university.

2. The following courses taken at Farmington High School will count in lieu of the drafting courses at San Juan College:

Farmington High School	San Juan College
Technical Drafting I	DRFT 110 Technical Drafting I
Technical Drafting II	DRFT 110 Technical Drafting II
Architectural Drafting I	DRFT 212 Architectural Drafting I
Architectural Drafting II	DRFT 243 Architectural Drafting II

   Attached is a formal agreement that delineates the 2 + 2 (1) Drafting and Design Technology Program. For proper articulation the student should enroll in the appropriate mathematics sequence at Farmington High School.

3. The student will have the responsibility of sending an official copy of his/her high school transcript to the Director of Admission and Records of San Juan College. The student must have earned a grade of C or better to receive college credit.

4. No grade will be issued for college credits earned at Farmington High School. Only credits will appear on the student's college transcript.

5. Under this agreement, no tuition and/or fees are charged to students receiving college credit for the approved courses taken at the high school.

6. Students have the option of rejecting this plan and therefore enrolling for any courses involved.

7. The 1985-86 academic year will be the initial year for this articulation agreement.

8. This articulaton will continue on an annual basis until one of the parties petitions the other party to end the Agreement.

President, San Juan College	Drafting Instructor, San Juan College
Superintendent of Farmington Schools	Drafting Instructor, Farmington High School

TWO-PLUS-TWO PLAN
DRAFTING AND DESIGN TECHNOLOGY

HIGH SCHOOL

JUNIOR YEAR

Math (Geometry)	1 credit
Technical Drafting I (DRFT 110)	1/2 credit
Technical Drafting II (DRFT 115)	1/2 credit

SENIOR YEAR

Math (Algebra II)	1 credit
Architectural Drafting I (DRFT 212)	1/2 credit
Architectural Drafting II (DRFT 243)	1/2 credit

NOTES:

1. It is expected that students will take Algebra I in the 9th grade in preparation for this program.

2. Technical Drafting I & II will satisfy the Practical Arts requirement for graduation. Architectural Drafting I & II will satisfy an Elective requirement for graduation.

SAN JUAN COLLEGE

SUMMER SESSION		CREDITS
	Approved Science Elective	4

FIRST SEMESTER

DRFT 112	Technology of Industrial Materials	3
MATH 135	Math for Technical Students I	3
ENGL 111	English Composition	3
	Humanities/Social Science Elective	3
DRFT 210	Technical Drafting II	4
		16

SECOND SEMESTER

DRFT 120	Descriptive Geometry	3
DRFT 150	Computer-Aided Drafting	4
MATH 136	Math for Technical Students II	3
ENGL 218	Technical Writing	3
DRFT 245	Building Stuctures 1	4
		17

THIRD SEMESTER

DRFT 119	Surveying	4
DRFT 230	Map and Topographical Drafting	4
DRFT 220	Electronics Drafting	4
DRFT 225	Piping Design & Drafting	4
		16

FOURTH SEMESTER

DRFT 247	Construction Practices & Estimating	4
SPCH 110	Public Speaking	3
DRFT 250	Tool Design	4
DRFT 221	Electro/Mech Design	4
INST 150	Applied Mechanics-Statics	3
		18

TOTAL CREDITS 71

TWO-PLUS-ONE PLAN
DRAFTING AND DESIGN TECHNOLOGY

HIGH SCHOOL

JUNIOR YEAR

Math (Geometry)	1 credit
Technical Drafting I (DRFT 110)	1/2 credit
Technical Drafting II (DRFT 115)	1/2 credit

SENIOR YEAR

Math (Algebra II)	1 credit
Architectural Drafting I (DRFT 212)	1/2 credit
Architectural Drafting II (DRFT 243)	1/2 credit

NOTES:

1. It is expected that stduents will take Algebra I in the 9th grade in preparation for this program.

2. Technical Drafting I & II will satisfy the Practical Arts requirement for graduation. Architectural Drafting I & II will satisfy an Elective requirement for graduation.

SAN JUAN COLLEGE

SUMMER SESSION I

	Approved Science Elective	4
	Humanities/Social Science Elective	3
		7

FIRST SEMESTER

DRFT 112	Technology of Industrial Materials	3
MATH 135	Math for Technical Students I	3
ENGL 111	Freshman Composition	3
DRFT 119	Surveying	4
DRFT 230	Map & Topographical Drafting	4
		17

SECOND SEMESTER

DRFT 120	Descriptive Geometry	3
DRFT 150	Computer-Aided Drafting	4
MATH 136	Math for Technical Students II	3
DRFT 245	Building Structures I	4
DRFT 247	Construction Practices & Estimating	4
		18

SUMMER SESSION II

ENGL 218	Technical Writing	3
SPCH 110	Public Speaking	3
		6

TOTAL CREDITS 48

SPECIAL SERVICES FOR STUDENTS

THE GUIDANCE CONNECTION

The main purpose of the Guidance Connection, hosted by San Juan College, is to provide communication and cooperation among those involved in counseling and guiding students.

Organized by the counseling staff at the College, the conference involves all San Juan County public school counselors, the Bureau of Indian Affairs, the Department of Vocational Rehabilitation, the National Indian Youth Council, and other mental health and community service guidance staff.

Each year, a guest speaker provides motivational material for the group. Other workshops cover such topics as financial aid, articulated programs, Native American Programs and Career Center offerings.

A better rapport among counselors has been the result of this conference.

SAN JUAN COLLEGE

SECOND ANNUAL GUIDANCE CONFERENCE

APRIL 24, 1986

SUNS DINING ROOM - STUDENT UNION

8:30 - 9:00 a.m.	Registration & Coffee
9:00 - 9:30	Welcoming Address: Mrs. Marge Black, Assistant to the President Mr. Karl Zaffke, Dean of Students
9:30 - 10:00	Ice Breaker
10:00 - 10:15	Break

ROOM 1010

10:15 - 12:00	Dr. Marvin Motz, Presenter "Who's Gonna Make Me" Aimed at providing a motivational atmosphere for groups beginning a task, growing weary of a task, and/or in the midst of "burnout" in a task.

SUNS DINING ROOM

12:00 - 1:30 p.m.	Lunch Nona Watson, Bloomfield High School "Counselor Support Group in the Four Corners"

ROOM 1010

1:30 - 3:00	Dr. Marvin Motz, Presenter "Humor - From Freud to Cosby" A fun look at humor and laughter from a psychological point of view.
3:00 - 3:15	Conference Evaluation - Break

WHAT'S NEW AT SAN JUAN COLLEGE

ROOM 1010

3:15 -3:45	Roger Evans, Financial Aid

OR

ROOM 1012

3:15 - 3:45	Fred Wieck, Articulation Programs, Area Vocational School

ROOM 1010

3:45 - 4:15	Janet Lope, Native American Programs

OR

CAREER CENTER

3:45 - 4:15	Nancy Wray, Career Center Offerings

STUDENT SERVICES

4:15 - 5:00	Campus Tours (Optional)

Our guest presenter is Dr. Marvin Motz, Professor of Psychology, Adams State College, Alamosa, Colorado.

"After more than a quarter of a century as an educator, Marv Motz is bringing a fresh look to subjects which have been discussed and written about for almost that many years. Long sought-out after dinner speaker, Dr. Motz has put together concepts in such a way that his talks provide motivation and/or stress management without placing participants in compromising positions."

WE ARE SURE THAT YOU WILL FIND THIS CONFERENCE UPLIFTING AND MOTIVATIONAL!

SEE YOU THERE!

CAREER TESTING OF SECONDARY STUDENTS

San Juan College offers Career Testing for all high school students in the county. This year 863 students in the county were tested. The institutions determine the grade level to be tested and the test to be administered. Generally the tests, Strong Cambell Interest Inventory or the Career Assessment Inventory, are administered, sent in for scoring and a follow-up/feedback session is then scheduled. The results are explained to classroom groups. This is an excellent opportunity to market college programs and explain what is available at San Juan College as well as to give the students some information on their career interests.

EARLY ADMISSIONS PROGRAM

The Early Admissions Program is designed to recognize outstanding high school students and to provide the opportunity for concurrent enrollment in both high school and college.

The student must maintain concurrent enrollment in his or her high school and must have a 3.50 minimum grade point average for Juniors and a 3.0 for Seniors. Written recommendation of the high school principal and a written letter of parental permission are required before the student may be admitted.

The student who enrolls in college classes has the advantage of completing some of the required courses before enrolling as a College Freshman.

0-20	INFORMATION - PROCEDURES		INF-03
	EARLY ADMISSIONS PROCEDURES		02-24-82

Under certain individual circumstances, outstanding high school students may be admitted as regular students prior to high school graduation. All requests for early admission will be made directly to the Admissions Coordinator.

Action will be logged on form AD-62 APPLICATION FOR EARLY ADMISSION requiring the following items:

01. PERSONAL INTERVIEW

02. WRITTEN RECOMMENDATION OF HIGH SCHOOL PRINCIPAL

03. WRITTEN LETTER OF PARENTAL PERMISSION

04. TRANSCRIPT OF HIGH SCHOOL WORK THORUGH SEMESTER PRIOR TO ENROLLMENT

05. APPLICATION FOR ADMISSION

06. ACT SCORES (OPTIONAL)

Enrollment can only be completed when the above six requirements have been completed.

Once a student has met all requirements for admission, an evaluation is prepared by the Admissions Coordinator. At the time of the evaluation, a determination is made whether or not the student will be accepted. This determination is made partially on the basis of the following high school GPA requirements.

JR-Junior -------- 3.50 minimum GPA required.

SR-Senior -------- 3.00 minimum GPA required.

* During the summer, classification is determined by class standing for the fall semester.

If the student is accepted, a Permit to Enroll will be issued. An early admission student must follow the scholastic standing requirements outlined in the undergraduate catalog.

All requirements must be met prior to a particular semester for which the student is enrolling before a Permit to Enroll will be issued. At the time of registration, if any early admission student has not met all requirements, the student will not be admitted. Early admission students will not be enrolled in provisional status.

NOTICE

EARLY ADMISSION - SAN JUAN COLLEGE

You are being admitted to San Juan College under the EARLY ADMISSION program designed to recognize outstanding high school students and to provide an opportunity for concurrent enrollment in both high school and college.

As an EARLY ADMISSION student at San Juan College, you must follow all scholastic requirements outlined in the college catalog and you must maintain concurrent enrollment in your high school. The importance of maintaining good scholastic standing cannot be overemphasized since this may determine your eligibility to continue enrollment at San Juan College or to be admitted at another college or university after completion of your high school work. Failure to maintain good scholastic standing can result in probation or even suspension for periods of up to one year. Please refer to the general catalog for more information about the scholastic requirements of San Juan College.

When you complete your high school work, please request a final transcript be mailed from the high school to the Office of Admissions-Records and notify us in writing of your new status as a high school graduate. Forms for this purpose are attached for your use.

Each semester, San Juan College will verify concurrent enrollment of each EARLY ADMISSION student at an area high school. If concurrent enrollment is not maintained and if you have not graduated from high school, your registration will be cancelled and credit will be denied for the semester.

As an EARLY ADMISSION student you are responsible for:

01. Maintaining concurrent high school and college enrollment.

02. Maintaining satisfactory scholastic standing at San Juan College.

03. Providing written notice of graduation and final high school transcripts.

If you have questions about the EARLY ADMISSION program, please contact us.

SUMMER HIGH SCHOOL PROGRAM

This program began five or six years ago as a result of the four county high schools each having a few students in need of additional course work. If each high school could send a few students to a central location, there would be sufficient students to fill a class and each school would not have to open and operate its facilities (lighting and air conditioning).

Since that original concept, the summer high school program has grown into an important service, with approximaely 200 high school sophomores, juniors and seniors enrolled.

Students may enroll in core high school subjects that include U.S. Government, U.S. History, English 10, English 11, English 12, Basic Math, and Life Science.

Each course carries 1/2 high school credit and students may enroll in one or two subjects to gain a total of one full credit. In 1985, approximately 100 students took one course and approximately 100 took two courses, making approximately 300 enrollments. Each course lasts two hours a day, five days a week for six weeks.

Direct costs of the program are covered by fees paid by the student ($45 per course in 1985). This income funds teachers' salaries, class supplies, and a supervisor's position.

Teachers in this program are drawn from the local high schools and have certification in the subject area they are hired to teach. They use textbooks borrowed from their home schools.

Students are referred to the summer program by their high school counselors. It is important for the counselors to work closely with the students and the college offerings to ensure that what the student takes will apply toward his or her graduation requirements.

The majority of students in this program are making up courses they did not pass during the school year. For many students, attendance in this program makes it possible to graduate with the rest of their class.

The summer high school program at San Juan College has grown steadily since its inception, and provides a real community service to local high schools and to high school students.

ADDITIONAL COMMUNITY COLLEGE-HIGH SCHOOL CONNECTIONS

COUNTY CALENDAR COMMITTEE

The Calendar Committee meets three times each year to coordinate the public schools' and college calendar for San Juan County. The committee is made up of college and public school administrators, public school teachers, parents, students, clergy, and local businessmen. They plan the calendar five years in advance. Their recommendations must be approved by the various boards

SUPERINTENDENTS' MEETING

On the first Wednesday of each month, the four county superintendents and the College president meet together to discuss such items as curricula, legislation matters, calendars and other subjects concerning education in the Four Corners region.

SAN JUAN COUNTY ADMINISTRATORS' MEETING (Principals and College Officials)

Each month San Juan College instructional administrators meet with all the high school principals in the county. They represent Shiprock, Kirtland, Farmington, Aztec, and Bloomfield High Schools. The agenda typically center around the Area Vocational School and other relevant topics dealing with elementary secondary and post-secondary matters.

TEXTBOOK ADOPTION CENTER

The San Juan College Library houses and maintains the New Mexico Textbook Evaluation Center. The center serves as a regional depository containing textbooks and materials currently being considered for adoption by New Mexico public schools (K-12). The center was approved by the New Mexico State Board of Education in 1979 and receives textbooks and materials annually as required by the State. For the current year the library has received materials within the subject areas of social studies and library reference. Other subjects from previous years are reading, driver's education, vocational education, computer literacy, and adult basic education. Textbooks from previous years are also located in the center. As a service to the public schools and the public within the region, materials can be borrowed for classroom evaluation or short term use.

GRADUATE COURSES

San Juan College coordinates the offerings of graduate courses and programs in the county. New Mexico State University, Lesley College, and Adams State College offer graduate level courses and programs on campus.

CABZ

San Juan College provides office space and services for CABZ, a regional co-op for Special education students in the elementary and secondary schools. CABZ stands for the Central Consolidated, Aztec, Bloomfield, and Zuni school districts. CABZ Regional Center Co-op is one of ten school support service agencies in the state of New Mexico. Each center is involved in only those functions requested by its member districts and related to educating the handicapped.

This co-op offers prescriptive teaching programs, consultation for special problems and programs, referral services for in-depth assessment, and consultation for parents in working with their child. At the request of the school district, CABZ can contract with appropriate professionals for testing. Regional training is conducted based on total needs of districts. A professional library provides reading materials and training videos for the school districts.

TELECONFERENCING

San Juan College has acquired a satellite dish and is able to offer programs of interest to educators throughout the county. A Teleconference featuring a panel on development of business in the state was co-sponsored by the College and the Chamber of Commerce. All interested county educators were invited to participate.

Other teleconferences have featured DEEP or Diffusionary Education Exemplary Programs and programs featured through the Public Broadcasting Station.

San Juan College has its own channel on local television. The first telecourse offered was Computer Science. Special features offer information about the college as well as other programming. Classical music and spot announcements as well as interviews are part of the offerings. These will be expanded in the near future to provide more educational programs.

OFF-CAMPUS CENTERS

There are presently two off-campus centers operated by San Juan College. Through a grant from Burlington Northern, a building was leased in Aztec, New Mexico for the first center. The staff is comprised of a full-time director and a clerical support person.

Classes offered at the off-campus center feature academic transfer courses as well as non-credit Community Service classes. Basic Developmental courses will also be available. Classes available at this center are in addition to the classes offered at the county high school facilities. Offerings will be expanded in the future.

The second off-campus center is located in downtown Farmington. The building will be shared with the Chamber of Commerce, the Farmington Industrial Development Service, and the Bureau of Tourism. A curriculum featuring courses for business assistance will be available as well as those offered through the Aztec center.

BACKGROUND
Aztec Community Education Center

San Juan College serves a county that covers an immense area of 5,516 miles and has a population of close to 100,000 people. Therefore, to assist in the college's mission of equal access and the removal of access barriers, off-campus programming has been an important part of the instructional delivery system for San Juan College. Mainly with the cooperation of the public schools and the Bureau of Indian Affairs, the college has been able to offer off-campus programs in county schools and facilities since the mid-1970's. This type of delivery has been beneficial in reaching many of the county's disadvantaged and low-income groups who cannot afford the expense of mileage plus tuition and other costs associated with enrolling on campus, as well as other constituants who can not commit the time to long distance commuting for classes.

Enrollments in both credit and non-credit programs have increased 60 to 70 percent since the college's independence in July 1982. Included in this growth have been course offerings in our surrounding communities. These have, however, been limited by the restrictions of existing community facilities as well as competing institutional resources.

Therefore, it was determined that in order to continue to serve the county constituents, other facilities were needed in the outlying communities around Farmington to provide day and evening educational programming as well as providing for a community center with more continual access to adult-centered resources and services.

The first of these facilities became a reality through a grant from the Burlington Northern Foundation. This grant allowed for seed money to plan for and establish the college's first community education center which was established in Aztec, a community about 15 miles from the main campus.

Project & Methodology

In the establishment of the Aztec Education Center, it was determined that in order to meet the communities needs adequately, a survey was required. It was determined that information was needed on the level of interest expressed in the community, the types of programs and services desired, and the most convenient times for the center to provide these programs and services.

A survey was designed toward these objectives and, after pilot testing it, it was prepared for administration. It was administered by telephone using community and student volunteers. The volunteers did attend a training session prior to calling. (See Appendix A for training session and calling procedures.) Telephone numbers of private residents with the Aztec number prefix were randomly chosen. Calls were made during the week in the early evening hours. If a party was not reached the first time, the survey volunteer was directed to choose the next number on the list, until a party was reached. There were 92 attempted calls where no party was reached. 295 completed calls were made. Of these calls, 136 declined to participate in the survey,

leaving a total of 159 participants or a positive response rate of 53.9 percent. All 159 surveys were used, even though some questions were not answered by some participants. Since there were 2987 residence telephone listings, 5.3 percent of the Aztec area population who have telephone numbers participated in the survey.

DISCUSSION AND IMPLICATIONS

Survey results seem to indicate that adults in the Aztec area are very much interested in San Juan College's Aztec Education Center. The Center has brought forth a very good community interest in further education and personal development; not only from the individuals surveyed, but from Aztec Community Organizations such as the Senior Citizens group, Aztec Public Schools, Alturian Public Library and the Aztec Chamber of Commerce - all supporting and backing the Center.

San Juan College appears to have a very good reputation for serving the community and bringing a center to Aztec will only make it more convenient. A majority of those polled would not attend courses in Farmington even if the Center was NOT in Aztec. Also, even with the Center in Aztec, the majority opinion was that they would not drive into Farmington to attend classes. Therefore, the Center would NOT be taking people away from San Juan College in Farmington, but will be meeting the needs of those people in the Aztec Community. The Center is not only an extension of but an addition to San Juan College.

Short, non-credit classes in the area of Personal Enrichment appear to be the type of classes that would be most popular, with evening hours and late morning weekday classes of 1-3 credit hours being more convenient. Credit classes in Business, Computer Science, Trades/Industrial and Humanities need to be considered; in particular, basic courses or general requirements for an Associates Degree such as Math and English.

Continued coverage by the media, especially newspaper coverage, would help to promote the Center and bring in new students.

Of particular note is the fact that almost one-quarter (24.3%) responded that they would be interested in teaching a class at the Center, thereby utilizing the vast resources of skills and education in the community.

Clearly, the addition of the off campus center in Aztec will enhance the enrollment and flexibility of San Juan College. Courses, events and scheduling will be done with survey results in mind. A survey of the businesses excluded from this survey will be taken in examine of their needs, which will be included in future activities of the Center.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
MAY 23 1986